

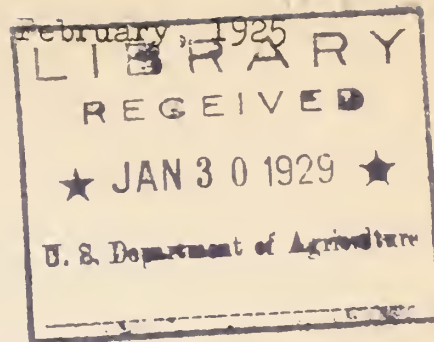
Historic, Archive Document

Do not assume content reflects current scientific knowledge, policies, or practices.

1.9
H758

UNITED STATES DEPARTMENT OF AGRICULTURE
BUREAU OF HOME ECONOMICS
WASHINGTON, D. C.

QUESTIONNAIRE ON CHILD FEEDING PROBLEMS
FOR MOTHERS OF PRESCHOOL CHILDREN



Some children exhibit definite and lasting prejudices against specific foods. Others have changeable food likes, responding to a pleasing or even a favorite food with unexpected defiance on occasion. Still others are undependable in appetite, often refusing to eat anything at mealtime. Normal, healthy children should have appetite for food and should eat willingly what is put before them if it is simple, wholesome, and well-prepared, and is served without comment in a happy atmosphere.

Why is it then that small children frequently are or become "feeding problems" and make every meal a battle-ground? Who is to be of help to the mother in suggesting how her child may be trained to eat without objection, so that the meal hour will not be a dread to the family? The literature of child psychology and child training suggests that a child's reaction to food in general or to a specific article of the diet is largely determined by an attending emotional state or physical condition, by associations, suggestions, and examples. However, few studies of circumstances attending the beginning and continuance of food refusals have been made. This questionnaire is an attempt to add to the knowledge of this subject by obtaining a record from mothers whose children have aversions to eating. It is especially desirable that the mothers of very young children cooperate in this study so that feeding problems which arise when milk is first supplemented with semisolid foods will be reported.

This study is being made by the Bureau of Home Economics, U. S. Department of Agriculture, Washington, D. C., under the direction of Miss C. Rowena Schmidt. The answered questionnaires should be returned to Miss Schmidt at that address unless some other provision is made by the person who distributes them. The results of this investigation will be published and distributed to all mothers who contribute a record, and will be available to others who are interested.

DIRECTIONS FOR ANSWERING QUESTIONS

Please read through an entire section before beginning to answer questions in that section.

Use the space provided for your answer. If it is inadequate, or if you have additional information which is pertinent to the question, use the blank page just across, numbering such discussion to correspond with the question suggesting it, e.g., Section II, Question 1-a.

Where a blank space is provided after a word like yes or no, mark an X after the word which indicates your answer. If it seems desirable, add an explanatory statement.

Please be definite in reporting a prejudice against a specific food. A dislike may be due to texture, consistency, or temperature of food rather than to flavor alone.

I. HISTORY

Date of report , 1925 Name of mother
Address: Street City State
Name of child Sex: Boy Girl
Date of birth Age at time of report: Years ... Months
Weight at time of report: Stripped? Or with clothes? ... Pounds ... Ounces..
Height (without shoes) at time of report: Feet Inches

II. TYPE OF REFUSAL EXHIBITED

Has your child displayed any of the following difficulties about eating?
If so, give the information in space provided,

1. Meals:

- a. Does he frequently refuse to eat meals, unless unduly urged or punished? Yes .. No ..
- b. Is this refusal for a definite meal? Yes .. No .. Breakfast? ..
Noon meal? .. Evening meal? ..
- c. If so, approximately how many times a week does the refusal occur?
- d. If not, approximately how many meals are refused in a week? ..

2. Special articles of the diet. Are the refusals confined to special articles of the diet? Yes .. No .. If so, underscore the specific food refused and check under the heading which seems to fit the case. In naming vegetables, write in a word which describes type of preparation as creamed carrots, buttered beets, baked potatoes. If several methods of preparation have been refused, mention each.

[illegible]

[illegible]

III. DETAILS AND ATTENDANT CIRCUMSTANCES OF REFUSAL

1. Age at which refusal to eat first occurred? Years... Months ...
2. Against what foods did your child first develop prejudices?
3. Does the child still refuse these foods? Yes .. No ..
4. If not, approximately how long did the prejudice last?
5. If you have used any of the following methods in trying to overcome feeding difficulties and food dislikes, please check in the space provided below. Also check the type of success you have had.
 - a. Do you encourage the child by feeding him yourself? Yes .. No ..
Success: Never .. Occasionally .. For a short time .. Always ..
 - b. Do you use force in getting the food into the child? Yes .. No ..
Success: Never .. Occasionally .. For a short time .. Always ..
 - c. Do you insist on his eating? (Mary, eat your spinach now. John, you must eat your oatmeal, etc.) Yes .. No .. Success: Never ..
Occasionally .. For a short time .. Always ..
 - d. Do you use other people as examples? (Mary, did you see how Miss Brown ate all her carrots? John, your father always eats his dinner without fussing.) Yes .. No .. Adults? .. Other children? ..
Success: Never .. Occasionally .. For a short time .. Always ..
 - e. Do you withhold dessert or candy until plate is cleared? Yes .. No ..
Success: Never .. Occasionally .. For a short time .. Always ..
 - f. Do you try moral persuasion, such as convincing the child that the food will make him grow big and strong, or that he wants to eat it because he's a good boy and minds his mother? Yes .. No ..
Success: Never .. Occasionally .. For a short time .. Always ..
 - g. Do you ever take the food away without comment as soon as refusal begins, allowing child to go without that meat? Yes .. No ..
And if necessary without succeeding meals until appetite is increased and hunger produced? Yes .. No .. Success: Never ..
Occasionally .. For a short time .. Always ..
 - h. Do you offer reward for eating? Yes .. No .. What type? Money ..
Candy .. Dessert .. Picture show .. Longer playtime .. Others ..
Success: Never .. Occasionally .. For a short time .. Always ..
 - i. Do you punish for failure to eat? Yes .. No .. What type of punishment?
.. Success: Never .. Occasionally .. For a short time .. Always ..
 - j. Do you make threats if the child does not eat? Yes .. No .. Threats
to punish .. Or mythical threats, such as the policeman gets bad
boys who won't eat .. Success: Never .. Occasionally .. For a short
time .. Always ..
 - k. Other methods? Yes .. No .. Describe ..

6. Does the child use any of the following methods to avoid eating the food he dislikes?

- a. Does he simply refuse to eat, sitting apathetically? Yes .. No ..
Emphatically refusing? Yes .. No .. Or crying? Yes .. No ..
- b. Does his refusal resolve itself into a temper tantrum at the table?
Yes .. No ..
- c. Does he eat a little and then insist he has had enough? Yes .. No ..
- d. Does he select food he prefers, such as perhaps potatoes or sweets,
and refuse the rest? Yes .. No ..
- e. Does he make complaints about the food which are untrue, saying it
is too hot, too cold, burned, etc? Yes .. No ..
- f. Does he say that someone else in authority (for instance, grand-
mother, aunt, father) has told him he does not have to or should
not eat this food? Yes .. No ..
- g. Does he conceal food or dispose of it secretly (hide it under the
table, or in his pockets, pour it in sink, or throw it in garbage
pail)? Yes .. No ..
- h. Does he store food in the mouth or cheek for long periods? Yes .. No ..
- i. Does he eject food from the mouth (spit it out on to the plate) in
order to disgust adults? Yes .. No ..
- j. Does he feign pain or other distress, such as toothache, sore mouth,
or stomach ache? Yes .. No ..
- k. Does he feign nausea (say he is sick at his stomach) and "gag"?
Yes .. No ..
- l. Does he continue this imaginary upset to the extent of producing
voluntary regurgitation, vomiting all of his dinner? Yes .. No ..
Or only a few mouthfuls of the food eaten last? Yes .. No ..
(It is entirely possible for children to produce symptoms of
nausea and to regurgitate food which was wholesome and suitable.
Vomiting is not always an indication of an upset stomach; it is
frequently done at will or because of an emotional upset.)
- m. Other methods? Yes .. No .. Describe ..

IV. EXPLANATION OF FOOD REFUSALS

Do you think your child's food difficulties might be accounted for in any of the following ways? Read this section through very carefully, think the situation out clearly, and answer to the best of your judgment.

1. Do you know of any physical difficulties which might have caused lack of appetite or general debility? Yes .. No .. Diseased tonsils? .. Enlarged adenoids? .. Others? ..

2. Has the child suffered from chronic fatigue? Yes .. No ..

3. Do you think he has had too little sleep at night? Yes .. No .. Insufficient rest in the daytime? Yes .. No ..

4. Is it possible that insufficient out-of-door exercise has made his appetite sluggish? Yes .. No ..

5. Has he taken the edge off his appetite for meals by eating between meals? Yes .. No .. (Even the taking of wholesome foods, such as milk, for mid-morning lunch may not be desirable if it interferes with the eating of a good meal at the table.)

6. Does the child get many sweets? Yes .. No .. Between meals? Yes .. No .. Early in the meal? (For instance, much sugar on fruit or cereal, jelly on bread, etc.) Yes .. No .. At the end of meal? Yes .. No ..

7. Did you, early in your experience, overestimate the child's food requirement, with subsequent insistence on his eating more than he needed? Yes .. No ..

8. Do you think that a dislike of texture, consistency, or color of a specific food may have begun a prejudice against that food and others which resemble it in some characteristics? Yes .. No ..

9. Do you talk food matters at the table? Yes .. No ..

10. Do you discipline the child at mealtime? Yes .. No ..

11. Is it possible that limitations of the early diet may have brought on refusals by too frequent repetition of one food? Yes .. No .. Or by one type of preparation? Yes .. No .. Or by a failure in the beginning to accustom the child to a wide variety? Yes .. No ..

12. Do you believe he inherited his food dislikes? Yes .. No .. Are there food antipathies on maternal side of family? Yes .. No .. On paternal side? Yes .. No ..

13. Do you believe that your child's aversion to a certain food is based on a physiological peculiarity which may bring on a poisoned condition as the result of eating that food? Yes .. No .. (Such a poisoned condition is called anaphylaxis. It may be evidenced by a rash, violent cramps, or other symptoms. Such an upset as the result of eating should be called to the attention of a physician. Many food idiosyncrasies are not based on physiological disturbances but are merely personal prejudices which may be overcome through consistent effort.)

14. Do you think that any of the following "chance experiences" may have caused the beginning of the refusal to eat?

- a. Poor preparation of food at some time, such as lumpy cereal, scorched milk, etc.? Yes .. No ..
- b. Chance association with some disgusting object, such as worms in fruit? Yes .. No ..
- c. Eating a specific food at a time when the child was ill, tired, or very disturbed emotionally (angry, upset because of punishment, or because fear was aroused)? Yes .. No ..
- d. Having medicine given in the food? Yes .. No ..
- e. Overeating a specific food at some time? Yes .. No ..
- f. Overhearing some vivid expression of dislike by others, either at the table or elsewhere? Yes .. No ..
- g. Conflict of authority between adults? Yes .. No ..
- h. Illness that occasioned pampering of appetite? Yes .. No ..
- i. Conditions attending an extended visit away from home? Yes .. No ..
- j. Distractions, such as playmates calling child during mealtime? Yes .. No ..
- k. Others? If so, describe ..

The first part of the paper is devoted to a general discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The second part is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

The third part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The fourth part is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

The fifth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The sixth part is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

The seventh part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The eighth part is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

The ninth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The tenth part is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

The eleventh part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The twelfth part is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

The thirteenth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The fourteenth part is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

The fifteenth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The sixteenth part is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.